







Art and Design Overview

Year 1/2
Year A

Focus	Digital Media	Drawing	Painting
<p>Throughout the year: Record and explore ideas from first hand observation.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore different methods and materials.</p>	<p>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>	<p>Use sketchbooks to gather and collect artwork, as well as planning ideas.</p> <p>Extend the variety of drawing tools and surfaces.</p> <p>Draw lines of different sizes and thickness.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils.</p> <p>Explore the use of pattern, line, shape and colour.</p> <p>Observe and draw landscapes, patterns, faces and objects.</p> <p>Colour neatly, following the lines.</p>	<p>Use a variety of tools, including thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p> <p>Create colour wheels.</p> <p>Add white to colours to make tints and black to colours to make tones (create colour charts).</p> <p>Mix and match colours to pictures and objects.</p> <p>Create different textures</p> <p>Ensure they can name colours.</p>
	<p>The children use their knowledge of animals to create a collage using loose parts in the style of Aminah. Recap how to use the camera to take good quality pictures and then explore editing the picture on the iPad to add texture, line and tone.</p> <p>Follow the link to manipulate the digital loose parts and create an image of an animal and print.</p> <p>Aminah's World</p> 	<p>Wax Resist Autumn Leaves by Rosie James (accessart.org.uk)</p>  <p>DrawAble: Creating a Poetry Comic with Irina Richards (accessart.org.uk)</p>  <p>Creating a comic strip to represent a poem related to healthy planet and science- seasons, trees, plants.</p>	<p>Making a colour wheel</p> <p>Exploring Colour with Hester Berry (accessart.org.uk)</p>  <p>Get creative by replacing paint brushes with hands and feet to make large scale collaborative paintings</p>

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			Hands, Feet and Flowers (accessart.org.uk) 
<p>Studied Artist</p> <p>Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Aminah Robinson</p> <p>Aminah's World (aminahsworld.org)</p> 	<p>Irina Manga</p> <p>Graphic story teller</p> <p>Manga Artist Irina Richards</p>	<p>Emma Burleigh</p> <p>Let Me Inspire You: Emma Burleigh (accessart.org.uk)</p>
Linked Visits and Trips			<p>Book a National Gallery session via this link and select colour and light: Online talks and storytelling Primary schools National Gallery, London</p>
<p>Year 1/2 Year B</p>			
<p>Focus</p> <p>Throughout the year: Record and explore ideas from first hand observation.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore different methods and materials.</p>	<p>Collage/textiles</p> <p>Use a variety of techniques (e.g. tie dyeing, weaving, plaiting, wax or oil resist, applique and embroidery, French knitting and sewing).</p> <p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p> <p>Learn how to thread a needle, knot, cut, glue and trim material.</p>	<p>Printing</p> <p>Use a variety of tools, materials and objects to create prints.</p> <p>Carry out different printing techniques (e.g. monoprint, block, relief and resist printing).</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Make rubbings.</p> <p>Design repeating patterns and overlapping shape patterns.</p>	<p>Sculpture</p> <p>Use techniques such as rolling, cutting, molding, carving and marking using simple tools.</p> <p>Use materials to make objects for a purpose, (ie, junk models, assemblages).</p> <p>Make simple joins by manipulating modelling material or pasting.</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p>

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Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

*Colour blue to show our school ethos:
Health body, healthy mind, healthy planet.*

Create images from imagination, experience and observation.

Make a simple mosaic.

Mimic print from the environment (e.g. wallpapers, curtains, fabric).

Discuss work of sculptors.

[Sketchbooks! Collage Exercise \(accessart.org.uk\)](https://www.accessart.org.uk)



[Draw your home: collage, stitch and fabric crayons \(accessart.org.uk\)](https://www.accessart.org.uk)



[Houses from Around the World: International Day at Monkfield Primary School \(accessart.org.uk\)](https://www.accessart.org.uk)



[Printed Houses \(accessart.org.uk\)](https://www.accessart.org.uk)

[Be an Architect! An Introduction to Architecture for Children \(accessart.org.uk\)](https://www.accessart.org.uk)



[Exploring Casting with Latex Animal Moulds \(accessart.org.uk\)](https://www.accessart.org.uk)



Explore drawing animal faces looking closely detail, colour and texture. The following link might inspire ideas.



[Turning Paper into Fur – Creative Drawing Prompts \(accessart.org.uk\)](https://www.accessart.org.uk)

[Year 3 & 4 Making Club: Animal Parade – Week One \(accessart.org.uk\)](https://www.accessart.org.uk)








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			 <p>Making a Sculptural Modroc Mask (accessart.org.uk)</p>
<p>Studied Artist</p> <p>Throughout the year: Describe the work of notable artists, designers and artisans.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Which Artists: Cas Holmes (accessart.org.uk)</p> <p>Textile and collage with Romani Heritage</p>	Matisse	<p>Rosie Hurley: Esio Trot (accessart.org.uk)</p>
Linked Visits and Trips			




Year 3/4
Year A

Focus	Printing	Painting	Digital Media
<p>Throughout the year:</p> <p>Select and record ideas from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make observations about starting points throughout the curriculum.</p>	<p>Print using a variety of materials, objects and techniques, including layering colours.</p> <p>Research, create and refine a print using a variety of techniques. -Make printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block).</p> <p>Experiment with resist printing including marbling, silkscreen and cold-water paste</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Explore pattern and shape, creating designs for printing.</p>	<p>Introduce different types of brushes for specific purposes.</p> <p>Mix colours effectively, knowing which primary colours make secondary.</p> <p>Colour mixing and matching; tint, tone, shade (match using colour charts).</p> <p>Use watercolour paint to produce washes for backgrounds, then to add detail.</p> <p>Experiment with creating mood with colour.</p> <p>Experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint) and techniques</p>	<p>Create images, video and sound recordings and explain how they were created.</p>

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<p>Record and explore ideas in a variety of ways, using sketchbooks.</p>	<p>Talk about the processes used to produce a simple print.</p>	<p>Apply colour, using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism - control over dots, so tone and shading are evident.</p>	
<p>Discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Discuss artwork using visual language</p>	<p>Lots of inspiration here to begin the unit of work. Some of these ideas maybe used and combined with the printing to create backgrounds etc. Visual Arts Planning: Stone Age (accessart.org.uk)</p> <p>Teachers Play with Plasticine to Make Prints in the Education Room at the Fitzwilliam Museum, Cambridge (accessart.org.uk)</p> <p>Use plastacine to create simple prints like fossils. Follow the link to learn the technique.</p> <div data-bbox="392 837 918 1117">  </div> <p>Use aluminium foil to create a printing block and adapt this link for the prehistoric world. Spend time in sketchbooks exploring different lines to add texture and experiment with designs before creating the block.</p> <p>Aluminium Foil Printing by Paul Carney (accessart.org.uk)</p>	<p>Be Inspired by Flowers in a Glass Vase by Jan Davidsz de Heem (accessart.org.uk)</p> <div data-bbox="1182 523 1366 766">  </div> <p>The Wildflower Meadow (accessart.org.uk) Explore simple drawing, collaging and painting techniques to create beautiful artworks inspired by a summer meadow. Follow link to access art.</p> <div data-bbox="1064 941 1563 1321">  </div> <p>Drawing and Making Flowers (accessart.org.uk)</p>	<p>Create an animation linked to the environment and/ or saving the planet using one stop animation.</p> <p>Begin by creating a flick book animation</p> <div data-bbox="1825 566 1948 730">  </div> <p>Simple Animation: Making a Flick Book (accessart.org.uk)</p> <p>Other ideas for using digital media in art</p> <p>DrawAble: Making GIFs with Lizzie Knott (accessart.org.uk)</p> <div data-bbox="1803 1018 1948 1204">  </div> <p>Support with software: Animation Software (accessart.org.uk)</p> <p>And free sounds to add to animations Download A SoundTrack To Inspire Your Animation! (accessart.org.uk)</p>




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<p>Studied Artist</p> <p>Throughout the year: Replicate some of the techniques used by notable artists, designers and artisans.</p> <p>Create original pieces that are influenced by studies of others.</p>		<p>Jan Davidsz</p> <p>Links to Healthy Planet</p> 	<p>Nathan Ward</p> <p>Which Artists: Nathan Ward (accessart.org.uk)</p> <p>Links to Healthy Planet</p>
<p>Linked Visits and Trips</p>	<p>Visit to Truro museum to do pottery and investigate the patterns and shapes Stone Age to Iron Age used. Create their own clay pot using patterns.</p>	<p>Every two year to the Farm and Country Trip. Look at natural art using recyclable materials, bees,</p> <p>Book a National Gallery session via this link and select plants: Online talks and storytelling Primary schools National Gallery, London</p>	
<p>Year 3/4 Year B</p>			
<p>Focus</p>	<p style="text-align: center;">Sculpture</p> <p>Shape, form, model and construct.</p>	<p style="text-align: center;">Drawing</p>	<p style="text-align: center;">Textile/collage</p> <p>Use a variety of techniques (build on KS1).</p>

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<p>Throughout the year: Select and record ideas from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make observations about starting points throughout the curriculum.</p> <p>Record and explore ideas in a variety of ways, using sketch books.</p> <p>Discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Understand qualities and potential of materials as a way of problem solving and expression.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Understanding of different adhesives and methods of construction.</p> <p>Use tools more confidently.</p> <p>Simple discussion about</p> <p>Discuss own work and compare work of other sculptors (i.e. aesthetics/size).</p>	<p>Use sketchbooks to collect and record observations, and to develop their own ideas.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Plan, refine and alter sketches as necessary.</p> <p>Use different grades of pencils to show line, tone and texture.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Develop shading to show light and shadow.</p> <p>Use hatching and cross to show tone and texture.</p> <p>Use a viewfinder to select an area of a subject for drawing.</p> <p>Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy.</p> <p>Draw for a sustained period of time at their own level.</p>	<p>Name the materials and tools they have used. Develop skills in stitching, cutting and joining.</p> <p>Use basic cross-stitch and back stitch.</p> <p>Colour fabric.</p> <p>Create weavings.</p> <p>Refine and alter ideas and explain choices using art vocabulary.</p> <p>Use overlapping, layering, coiling, tessellation, mosaic and montage.</p> <p>Collect visual information from a variety of sources, describing the visual and tactile elements.</p>
<p>Discuss artwork using visual language</p>	<div data-bbox="591 1050 689 1216" data-label="Image"> </div> <p>Access art recommends the following link to look at and discuss Egyptian wall art. Use sketchbooks to record discussions and designs. The children might explore drawing in the style of an Egyptian artist.</p> <p>Egyptian life and death British Museum</p>	<p>Thoughtful Mark Making (accessart.org.uk)</p> <p>Start with this mark making exercise to help the children understand the importance of <i>looking</i> when drawing, and of <i>thinking</i>, to help build their confidence in making creative decisions during the drawing process.</p> <div data-bbox="1361 1157 1570 1273" data-label="Image"> </div> <p>Exemplar Primary Art Curriculum – Year Four (accessart.org.uk)</p> <p>Pupils develop their drawing and mark-making skills. The children collage images of birds drawn in biro</p>	<p>Sketchbooks! Collage Exercise (accessart.org.uk)</p> <p>Creating a Book World by Rose Feather (accessart.org.uk)</p> <p>Listen to Rose and find out what inspires her as an artist. See how she uses art to tell stories through pictures. Look at her house collage project. Can you make your house using her techniques?</p>




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	<p>Research designs for Ectopic jars and make sketches. Use the research to create their own jar.</p> <p>Use clay and other sculpting materials to create an Egyptian Ectopic Jar using a mixture of mouldable materials including mod rock, papier mache and clay. Decorated though research.</p>	<p>onto mixed media backgrounds, to produce a set of lively and colourful images.</p>  <p>Exemplar Primary Art Curriculum – Year Four (accessart.org.uk)</p> <p>The Drawing Nests resource enables an exploration of observational and experimental drawing of nests, in a variety of media. The project encourages children to experience at first hand how different medium can be used to change the feel and character of a drawing.</p>  <p>Dragons & Birds in Eggs: Hidden and Revealed (accessart.org.uk)</p> 	<p>Look at the project below. You might choose to create a Victorian village as a whole class collaboration or a scene from your book in English (Alice in Wonderland)</p> <p>Natsko Seki: Making Broadway Market (accessart.org.uk)</p>
<p>Studied Artist</p> <p>Throughout the year: Replicate some of the techniques used by notable artists, designers and artisans</p>		<p>Follow the link to select an artist</p> <p>Birding Art - Bird Art Gallery</p>	<p>Rosie Feather</p> <p>Illustrator</p> <p>Rose Feather</p>

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Create original pieces that are influenced by studies of others.			
Linked Visits and Trips			
Year 5/6 Year A			
<p style="text-align: center;">Focus</p> <p>Throughout the year: Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes.</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Carefully select materials based on qualities to enhance work. -Explore and discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language.</p>	<p style="text-align: center;">Drawing</p> <p>Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape</p> <p>Show confidence in using a variety of drawing mediums, including ink and pen</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Develop the effect of light on objects and people from different directions, using tone.</p> <p>Develop accuracy and expression in observational drawings, including the human figure.</p> <p>Choose and combine different drawing materials as appropriate to task</p>	<p style="text-align: center;">Painting</p> <p>Sketch (lightly) before painting to combine line and colour.</p> <p>Use brush techniques and the quality of paint to create texture.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p> <p>Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings.</p> <p>Explore the use of texture in colour (sawdust, glue, shavings, sand and on different surfaces).</p> <p>Explore the texture of paint (very wet and thin, thick and heavy –add PVA).</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Consider artists’ use of colour and application of it.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>	<p style="text-align: center;">Printing</p> <p>Describe techniques, including the use of layering, poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to the task.</p> <p>Select inks and overlay colours.</p> <p>Build up layers of colours and textures.</p> <p>Be confident with printing onto paper and fabric.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Organise work in terms of pattern, symmetry or random printing styles.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>

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<p>Identify artists who have worked in a similar way to their own work.</p>			
	<p>Ink Collage Inspired by The Wolf Wilder (accessart.org.uk)</p>  <p>Seasonal Drawings: Observation, Composition and Colour (accessart.org.uk)</p> 	<p>Book a National Gallery session via this link and select Materials, techniques and processes: Online talks and storytelling Primary schools National Gallery, London</p> <p>Children research and look at real planets to base their colour pallets on. Children mix paint to match and paint realistic looking planets.</p> <p>Explore and discuss how these look on different coloured backgrounds and learn about complimentary colours, warm tones and cool tones. How does colour effect the mood of the picture?</p> <p>Drawable: Globe Paintings by Stephanie Cubbin (accessart.org.uk)</p>  <p>Have a go at painting in the style of Peter Thorpe by sketching lightly first before adding paint.</p> <p>Finally the children create their own space picture using a variety of skills, techniques and colours explored during the previous sessions and showing</p>	<p>Follow this link for CPD on printing techniques. Explore a variety using Greek patterns and mythology as inspiration. Search Results printing (accessart.org.uk)</p> <p>Allow time for the children to create their own individual piece of printed art using techniques and skills visited throughout the sessions.</p>

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		some awareness of Peter Thorpes' ideas and techniques.	
Studied Artist	Gelrev Ongbico (illustrator of the book Wolf Wilder). Follow the link to read about how the artist created the illustrations. Katherine Rundell's The Wolf Wilder by Gelrev Ongbico tygertale	Peter Thorpe	
Linked Visits and Trips	Falmouth Maritime Museum		

Year 5/6
Year B

Focus	<u>Digital Media</u>	<u>Sculpture</u>	<u>Textile/Collage</u>
<p>Knowledge and Understanding Throughout the year:</p> <p>Work confidently on a range of scales.</p> <p>Work independently and collaboratively with others on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>Enhance digital media by editing (including sound, video, animation, still images and installations).</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Investigate and analyse different forms.</p> <p>Shape, form, model and join with confidence.</p> <p>Combine visual and tactile qualities.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p> <p>Discuss and evaluate own work and that of other sculptors in detail</p>	<p>Use different textures, colours and techniques when designing and making pieces of work.</p> <p>Combine visual and tactile qualities when designing and making pieces of work.</p> <p>Show precision in techniques.</p> <p>Join fabric in different ways. -Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces independently.</p> <p>Experiment with batik safely.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>

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The children understand how simple animation works and then work in groups to make an animation based on true stories from the titanic. Create boats, people, ice bergs etc and use Stop animation.

[Animated Walk Cycle \(accessart.org.uk\)](https://www.accessart.org.uk)



Children work together in groups to create an animation about the Titanic. Large scale? Card?

[Painting the Storm, at Bourn Primary Academy \(accessart.org.uk\)](https://www.accessart.org.uk)



Children learn how to transform 2D art into 3D sculptures and explore ways to make a stand. Using these skills to create a large scale animal that looks 3D but is 2D.

[Inspired by Miro – Collage, Automatic Drawing, & Sculpture \(accessart.org.uk\)](https://www.accessart.org.uk)



[Using Negative Space to Believe What You See \(& Scaling Up\) \(accessart.org.uk\)](https://www.accessart.org.uk)



Children learn how to scale up a silhouette of an animal.

[Flat Yet Sculptural? Drawing, Collage, Construction \(accessart.org.uk\)](https://www.accessart.org.uk)

Children Learn how to use collage and mark making to add texture.

Children create their own propaganda art with a strong message of something that is important to them.

[Find Your Message \(To The World\) \(accessart.org.uk\)](https://www.accessart.org.uk)








[Teenagers Make Propaganda Art Inspired by Shepard Fairey \(accessart.org.uk\)](https://www.accessart.org.uk)



[Screen Prints Inspired by Shepard Fairey \(accessart.org.uk\)](https://www.accessart.org.uk)

[Screen Printing with Screen Mesh: Screen Printing Hack \(accessart.org.uk\)](https://www.accessart.org.uk)

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	<p>Support with software: Animation Software (accessart.org.uk)</p> <p>And free sounds to add to animations Download A SoundTrack To Inspire Your Animation! (accessart.org.uk)</p> <p>Making a sound scape- Pictures that contain sounds and bring them to life. Book a workshop with the National Gallery</p> <p>Online practical workshops Primary schools National Gallery, London</p>		
<p>Studied Artist</p>	<p>Gemma Longbottom – Animators Sketchbook (accessart.org.uk)</p> 	<p>Joan Miró - Wikipedia</p> 	<p>An Exploration of Artwork by Shepard Fairey (accessart.org.uk)</p>  <p>Kurt Schwitters</p>
<p>Linked Visits and Trips</p>	<p>Book a National Gallery session via this link and select what's the story: Online talks and storytelling Primary schools National Gallery, London</p>	<p>Eden Project</p>	<p>Bodmin and wendford railway- local art</p>